

**ENGLISH SONGS IN TEACHING EYL (ENGLISH FOR YOUNG
LEARNERS) IN UNIVERSITY OF MUHAMMADIYAH
MALANG**

THESIS



**BY
FITRI ANGGRAENI
201310100311095**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG
MALANG**

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This thesis was written by Fitri Anggraeni and was approved on October 28th, 2017

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Advisor II,

(Dra. Thathit Manon Andini, M.Hum.)

Advisor I,

(Riski Lestiono, M.A.)

This thesis was defended in front of the examiners of the Faculty of Teacher Training
and Education of University of Muhammadiyah Malang and accepted as
one of requirements to achieve Sarjana Degree
in English Language Education
on October 28th, 2017

Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang

Dean,



Dr. Pancong Wahyono, M.Kes.

Examiners:

- | | |
|--|---------|
| 1. Rina Wahyu Setyaningrum, S.Pd., M.Ed. | 1. |
| 2. Kharisma Naidi W, M.Pd. | 2. |
| 3. Riski Lestiono, M.A. | 3. |
| 4. Dra. Thathit Manon Andini, M.Hum. | 4. |

Mottos

“ To get a success, your courage must be greater than your fear.”

DEDICATIONS

This thesis is dedicated to my beloved parents, my beloved brothers, my beloved friends, and my beloved classmate in English Language Education Departement B class 2013.



AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, 28 Oktober 2017



Fitri Anggraeni

ABSTRACT

Nowadays, the development of foreign languages is increasing especially English. Teaching using English Song is one of techniques that can be used for teaching and learning process. Many teachers use English song as a stimulus for teaching English to young learners, either to begin or close the learning proses. This thesis focused on English songs used in teaching EYL (English for Young Learners) in University of Muhammadiyah Malang with three purposes. The purposes can be stated as: (1) To describe the implementation of teaching by songs in English for Young Learner class, (2) To investigate the problem in using English songs to teach young learners, and (3) To find out the solution encountered in using English songs to teach young learners.

This research employed descriptive approach because the researcher described the implementation of English song in teaching EYL in University of Muhammadiyah Malang. The data were obtained from three student teachers out of ten student teachers in the grade one at University of Muhammadiyah Malang. The researcher conducted observation and interview to collect the data.

The findings revealed that there were five steps in using English song, as follows: (1) Presenting the video in the LCD three times to make the students familiar with the song; (2) Instructing the students to watch and listen to the music video; (3) Giving examples to the students about the movement of the song without showing the video to make the students focus on the teacher; (4) Ordering the students to sing the song together; and (5) Playing a game based on the song to improve students' vocabulary. Furthermore, the use of English songs in teaching young learners had three problems, as follows: (1) The students were too shy and passive in the class; (2) Several students were not familiar with the meaning of vocabularies that caused difficulties in singing and dancing, and (3) The students had difficulties in pronouncing some of the vocabularies. In order to solve the problems, the researcher found several ways, as follows: (1) Assisting the students personally; (2) Changing the difficult song and using the easier one; and (3) Writing difficult vocabulary with its pronunciation followed by the movement of the song.

Keyword: *English Song, EYL (English for Young Learner)*

Advisor 1,



Riski Lestiono, M.A.

Writer,



Fitri Anggraeni

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